



A partnership of the Annenberg Foundation and
the Pennsylvania Department of Education

PIIC Penn State Conference May 2-4, 2012

The B-D-A consultative process is an integral part of the PIIC Instructional Coaching Model. During this breakout session, participants will explore a protocol for the coaching conversation. The protocol is designed to cultivate the ability to listen fully, to pose clarifying and probing questions, and to give meaningful and relevant feedback. Come with a spirit of inquiry, creativity and compassion.

*Carol Adams, PIIC Mentor, IU #22
Tom Sebastian, PIIC RMC*

BEFORE: Compelling Questions

- *Create quads:* Find the other three people with the same quote that you have. Introduce yourselves: name, role and years of experience in that role. Discuss: *What makes a compelling question?*
- *Group Share:* Each group shares out.
- Review the history and purpose of this BDA document.

DURING: Coaching Dialogue Protocol

- *Do a Reflective Visualization of the BEFORE Dialogue.*
- *Introduce Protocol*

Five Phases of Dialogue

Awareness
Vision
Transformation
Integration
Emerging Plan

- *Apply Protocol:* Practice process—1 person client (as self or roleplay a teacher), 1 coach, 1-2 witnesses/whisperers/timekeepers
- Apply to teacher-coach relationship...checklist for coteaching, modeling, observing

AFTER: What's Next?

- *Reflect:* Reflective Pause
- *ShareAround*

AFTER the AFTER

- *TakeAway....Use this documents to customize your checklist....will be on google.doc*

Resources:

Pocketguide for Probing Questions:

http://www.nsrffharmony.org/protocol/doc/probing_questions_guide.pdf

The Art of Powerful Questions

<http://www.theworldcafe.com/pdfs/aopq.pdf>

What makes a compelling question?

1. Finn Voldtofte (Denmark): the question has to catch people where they are, to meet them where there is the most energy and relevance for them, and then use that energy to go deeper. Action will flow naturally from that energy.
2. Felipe Herzenborn (Mexico): The question also needs to be simple and clean and penetrating. It's like a laser beam. A good question invites and challenges you to reflect at a deeper level—to find the knowledge or wisdom that's already there beneath the surface.
3. Vierna Allee (U.S.): To me, the most energizing questions are those that involve people's values, hopes, and ideals—questions that relate to something that's larger than them, where they can connect and contribute. People don't have a lot of energy around questions that are only about removing pain.
4. David Isaacs (U.S.): Even though it's useful to acknowledge pain, I think it's also important to shift the question away from a problem focus or fix-it focus to a possibility focus. There's always a subtle feeling of disempowerment in a problem, a feeling that all the doors are shut. "We've got a problem...oh no! Not another problem!" There's a weariness and stuckness about it. Simply asking, "What's the possibility we see in this situation?" can make a big difference.
5. Toke Moller (Denmark): Here's an example of that approach. I was working with a local school to frame a possibility-oriented question. We asked teachers, students, parents and administrators, "What could a good school also be?" This way of posing the question helped people to see their school in a different light. It resulted in some amazing new ideas. I'm quite sure they would not have been as innovative if the question had focused only fixing problems.
6. Carlos Mota (Mexico): It's a real art to find as well as to shape the right question for your situation. Once a friend told me about a time she was being interviewed. The interviewer said, "We're just going to ask you one question: What's the question we should be asking?" Sometimes the most important thing to do is to help the people themselves shape the questions in the most powerful way, since they know their own situation the best of anyone.

From "The Art of Powerful Questions: Catalyzing Insight, Innovation and Action" by Eric E Vogt, Juanita Brown and David Isaacs, 2003.

<http://www.theworldcafe.com/pdfs/aopq.pdf>